

Policy Report

Hamilton County, Ohio Department of Job and Family Services Selection and Professional Development Recommendations

Prepared by:



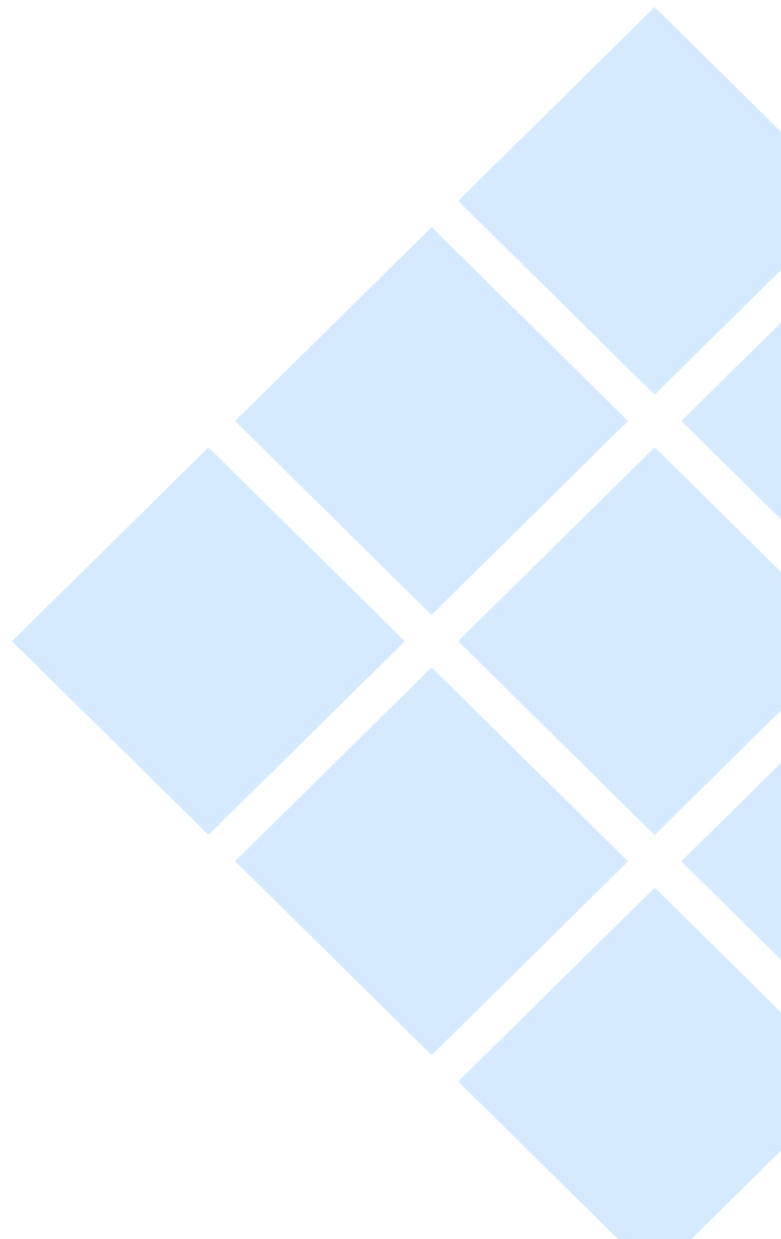
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JFS Selection and Professional Development Recommendations

Background

Hamilton County's Job and Family Services (JFS) Human Resources Department (HR) recognizes the critical role its supervisors and managers play in the success of its pay for performance (PFP) program. They recognize that the program can be strengthened by supervisors who lead, mentor and inspire their staff. In the past, supervisors and managers have often been promoted based on their technical skills rather than on their leadership qualities. In preparing its grant proposal to the Annie E. Casey Foundation (AECF), JFS proposed the following enhancements to its PFP program:

- Research training programs for supervisory and management personnel involved in the evaluation process.
- Research selection tools that can be used to hire supervisors and managers who can in turn select effective leaders and managers of people, not just process.

Under the AECF grant, CPS Human Resource Services researched the literature and identified recommendations for JFS to enhance its process for selecting and training supervisors. This report discusses our research and recommendations

Recommendation

CPS recommends that JFS identify the critical competencies for its Team Leader and Section Manager positions, and integrate these into their selection process through the use of behavior-based interviews. Professional development in these same competency areas can further enhance the effectiveness of supervisors and managers. Ultimately, JFS may want to consider changing their HR program into a fully-integrated, competency-based system throughout the organization.

Competencies – Research and Findings

Dubois and Rothwell (2004) define competencies as, “characteristics that individuals have and use in appropriate, consistent ways in order to achieve desired performance.”

Competencies can be more completely defined as, “the knowledge, skills, behaviors, attitudes, or other characteristics that are associated with or predictive of superior job performance.”

Examples of competencies include “Decision Making,” “Influence,” “Stress Tolerance” and “Teamwork.”

The study of competencies began in the early 1970’s, resulting in hundreds of job studies over the years focused on identifying what differentiates strong performers from average performers. The underlying premise is that having a better understanding of these differentiators will allow organizations to hire better employees, and to better evaluate and develop them.

Research suggests that when employees are asked to describe the best supervisor they ever had, they seldom focus on that person’s technical knowledge and skills, or their academic credentials and work history. They tend to describe behavioral characteristics such as providing trust, giving immediate feedback, and showing concern for them as a person. The ability to pinpoint those characteristics that differentiate the average supervisor from the exemplary supervisor is fundamental to a competency-based system.

Dubois and Rothwell (2004) suggest that in order to attract and retain exceptional employees, organizations should abandon the more traditional Human Resource systems for competency-based systems. Traditional systems are more concerned with head count, academic qualifications, years of work experience and job descriptions. The competency-based system is concerned with results and output. They believe that HR has mistakenly associated academic degrees, certifications, credits, job titles and responsibilities with ability rather than focusing on the measurable results people have achieved or have the potential to achieve in the future.

Having specific technical knowledge and experience is important, but it is not what distinguishes between average and superior performance. Those with the strongest technical skills are not necessarily the best performers. Zwell (2000) illustrates the point very well:

What makes a good CFO is not having the greatest knowledge of accounting theory and finance. Excellent CFO’s are people who are strong influencers of others, who act as strategic partners to the CEO and the rest of the management team, who use their analytical and conceptual thinking to great benefit for the business, and who set and achieve challenging goals. The greatest knowledge of finance on the planet won’t help much if the CFO does not apply it well through the exercise of these competencies.

Likewise, JFS staff with the greatest knowledge of social work principles or the technical requirements for public assistance programs will not be strong leaders and managers if they

are weak in the competency areas of Team Building, Motivation, Empowerment and Developing Others.

The specific competencies that are associated with or predictive of successful job performance in one type of job or job family may be quite different from those in another job. Influence, Initiative and Follow-up are competencies often associated with success in sales jobs, while Stress Tolerance, Decision Making and Service Orientation may be more predictive of success in social work jobs. The specific competencies associated with superior performance within a particular occupation may also differ from one organizational culture to another. Not surprisingly, the organization's mission, vision and values will very likely determine the definition of successful job performance.

Identifying Effective Job Competencies

In identifying competencies for a job, it is important to avoid defining them so broadly as to make them meaningless. As an example, there are so many components to "Leadership" that identifying it as a competency makes it difficult to measure and evaluate.

It is also important to avoid identifying too many competencies for a particular job. Many experts in the field recommend that no more than eight to twelve competencies be identified for a given job. Using more competencies makes them meaningless because supervisors cannot provide appropriate feedback and employees cannot effectively focus on improving in many areas at one time.

Organizations can use several techniques to identify critical competencies – those competencies that distinguish between the fully successful and exemplary employees.¹ Competencies can be identified for a specific position (Human Resources Director), a group of similar jobs (Children's Services Workers) or a family of jobs (clerical, human services, supervisory). These techniques include:

- Collecting data through behavior-event interviewing. The interviewer asks detailed questions about actions performed in the work setting that workers perceive as successful or unsuccessful. Taped interviews are conducted with both fully successful and exemplary employees, and the transcribed interviews are coded and undergo a rigorous statistical analysis to distinguish the competencies that differentiate the exemplary employee from the fully successful.
- Obtaining lists of competencies from private consultants, professional associations, books, or from online resources. Organizations can then use focus groups and/or surveys to obtain information about the relevance and importance of the various competencies to successful job performance.

¹ Many organizations are satisfied with identifying the competencies for fully successful performance and do not see the need to distinguish the critical competencies that differentiate fully successful performance from exemplary performance. Even these organizations can realize significant benefits from using such a competency model.

- Conducting focus groups of work experts (exemplary employees, supervisors, team leaders, etc.) to identify the work activities necessary for successful performance. The work activities become the basis for discovering the underlying competencies.
- Rating samples of average and superior employees on a large number of job-related competencies using behaviorally-anchored rating scales. After calculating the average ratings for both groups for each competency, a comparison can be made to determine the largest differences. Those competencies with the largest gap are the greatest differentiators between average and superior performance.

These techniques, and variations of them, can be vastly different in terms of rigor and cost. Highly rigorous systems, designed to withstand any challenges to validity and reliability, can be very expensive. Zwell (2000) suggests using a balanced approach where organizations use scarce resources to make sure they get the maximum value from the competency framework rather than focusing primarily on establishing the framework itself. “Ultimately the value of competencies is determined not by their intellectual rigor so much as by their effect on the organization through their implementation.”

A logical place for an organization to begin identifying competencies is to establish their own “competency library.” Most importantly, the library should contain the competencies that cover the range of characteristics and behaviors that determine superior (or at least fully successful) performance for the positions in that organization. In addition to what exists in the public domain, many consulting firms offer their own competency libraries, using their own definitions for each competency. Organizations adopt and modify them to meet their own culture.

To provide greater clarity to the meaning of a specific competency, many organizations identify “key behaviors” or “key actions” as smaller units of behavior to better measure the competency. As an example, sample key behaviors for the competency, “Motivating Others” might include:

- Promptly recognizing and tackling morale problems.
- Using a variety of approaches to energize and inspire others.
- Involving and including others.
- Sharing thoughts, feelings and rationale.

By carefully defining the competencies and their associated key behaviors or actions, employees can more clearly understand what is expected of them, and interviewers are guided during the hiring process to more consistently evaluate applicant answers.

To provide additional clarity to employees and managers about what successful performance looks like, some organizations have developed behaviorally anchored rating scales for each competency. These help target training professional development objectives and outcomes. Attachment 1 (page G-9) is an example of competencies, key behaviors, and behaviorally anchored ranking scales from the State of Michigan’s, Manager Competencies Rating Scales.

To be most effective, an organization should integrate the same competencies throughout all aspects of the human resource process, including selection, performance management, professional development, succession planning and compensation. Once an organization has identified competencies, the selection process should be designed to recruit and hire people who possess those competencies. Once hired, employees should be given performance feedback on how well they demonstrate those competencies, and their professional development plans should focus on the further improvement in the critical competency areas. Rewards, recognition and compensation should be geared toward the achievement and demonstration of those same competencies.

While there are considerable advantages to having a totally integrated competency-based HR process, many organizations prefer to move to a competency-based system incrementally. In doing so, many organizations begin using competencies in their selection process and/or in professional development.

Competencies and Employee Selection

Traditional hiring systems often focus on the technical qualifications for a job, and traditional interviews often focus on detailed discussions of job experience. These interviews are often based on several “stock” questions, such as, “What are your strengths and weaknesses?” “What could you bring to our organization?” “Why do you want this job?” and “What do you think makes you the best candidate for this job?” Selection decisions are often based on the “emotional attraction” of the applicant to the interviewer: “Who do I like the best?” or “Which candidate seems to compliment my work style?”

While formal education, technical knowledge and experience are not unimportant job qualifications, a candidate’s attitudes, motivations and behavioral characteristics are more predictive of superior performance. Identifying the competencies critical to job success is fundamental to the selection process. Equally important is assessing the competencies of the job candidate.

Human Resource professionals commonly use two types of competency-based interviews: the situational interview and the behavioral interview. Situational interviews pose hypothetical situations that may occur on the job; interviewees are asked how they would handle them. Behavioral interviews focus on past behaviors and ask candidates how they have handled certain situations in the past. For example, if an important job competency is “Customer Service,” a situational interview question might be, “How would you handle a situation where a customer becomes very angry because you are unable to provide them what they want?”

In a behavioral interview, the applicant could be asked, “Can you tell me about a specific situation where a customer became angry with you because you were unable to provide what he or she wanted? How did you handle it? How did the situation turn out?” The interviewer could continue to probe for the details that provide insight into how the candidate handles

difficult customer service interactions. The premise of this type of interviewing is that past behavior is predictive of future behavior.

A number of studies have been done to investigate the effectiveness of different types of interviews. One recent study concluded that both situational and behavioral interviews were shown to have significantly more validity than traditional types of interviews where questions focus on opinions, attitudes goals and self-evaluations (Barclay, 2001).

In another recent study, assessment centers were shown to have the greatest correlation ($r = .65$) with job performance. Behavioral interviews were the next best – and far less expensive – technique with a correlation ranging from .48 to .61. Non-behavioral, traditional interviews have a correlation factor of .05 to .19, suggesting a random, non-predictive relationship between the interview and job performance (Spencer and Spencer, 1993).

There are several advantages to behavioral interviewing, including:

- Behavioral interviewing requires candidates to provide answers to questions based on what they have actually done, rather than what they might imagine they would do in a hypothetical situation. The interviewer then has an opportunity to ask further probing questions to gain a much clearer understanding of how the candidate handles real-life work situations.
- Behavioral interviews promote equal opportunity since they reduce the likelihood of bias due to superficial and personal characteristics. Candidates are evaluated on what they have actually done rather than on how they look or how personable they are.
- It is difficult for the candidate to “fake” a good answer in a behavioral interview because they must provide details in response to probing questions. Furthermore, the real-life examples used can often be verified with reference checks.
- The quality of the candidate assessment is equivalent to that gained through an assessment center process, but at far less cost
- Behavioral interviews are highly defensible when selection decisions are challenged. Because the questions are based on job related competencies, and the candidate is asked to provide specific examples of how they have applied those competencies, objective and relevant information is available when questions arise about how the selection decision was made.
- Behavioral interviews are “results oriented,” meaning that they focus on what candidates have actually done rather than on what they hope to do.
- Behavioral interviews are geared toward identifying the personal attributes of an individual that are important for the job, but difficult to develop through training. Competencies such as “Initiative,” “Adaptability” and “Stress Tolerance” are important for many jobs, but are difficult to develop through training.
- Turnover is reduced when managers carefully identify the competencies necessary for job success and select individuals who have demonstrated those competencies in the

past. Research shows that people tend to stay in jobs that give them the opportunity to do what they do well.

- Hiring candidates who possess the necessary competencies for the job reduces the amount of time required to train them.

A very recent survey of organizations using behavioral interviewing found that 92 percent of the respondents, "...felt that behavioral interviewing had improved the selection process and decisions, with most of these saying it had improved a lot, rather than just a little." (Barclay, 2001, p. 86). Survey respondents reported:

- The main benefit of behavioral interviewing was improved selection decisions, based on better information obtained from candidates during the interview process.
- Behavioral interviewing resulted in reduced subjectivity and improved consistency in hiring.
- With behavioral interviewing, candidates were less able to use rehearsed answers, particularly when skilled interviewers ask the right probing questions.

Competencies and Professional Development

If specific competencies are associated with superior performance in a job or job category, it makes sense to hire people who exhibit those competencies and to strengthen those competencies for current employees. Some competencies, such as "Initiative," "Integrity" and "Persuasiveness" are characteristics that are difficult to change through training. Nevertheless, many other competencies like "Communicating Effectively," "Customer Service" and "Decision Making" may be improved through professional development.

As indicated in its grant proposal, JFS plans to focus training on supervisors and managers involved in the employee evaluation process. Based on further discussions with JFS officials, management believes that there is a need for training in two different areas:

1. Basic human resources practices and procedures, including such topics as employee selection, Family Medical Leave Act issues and employee discipline.
2. Leadership and staff interaction skills in areas such as coaching, motivating and providing effective feedback.

It is in the second training area where a competency-based framework could provide real benefit.

Conclusion

Hamilton County Job and Family Services team leaders and Section Managers are the critical link to the long-term effectiveness and success of the pay for performance program. Those supervisors and managers must be able to demonstrate the leadership skills necessary to create an environment where employees will excel. In the long run, CPS Human Resource Services recommends that JFS move toward a fully integrated competency-based approach for the delivery of its human resource services.

The first step would be to identify those competencies that JFS believes are critical to its strategic direction and are consistent with its organizational values. JFS could then introduce a competency-based approach into the selection process, using the behavioral-interview technique when selecting future supervisors and managers. The next step would be to focus professional development programs for supervisors on the development of the competencies determined to be critical to successful performance.

In the long run, JFS may want to consider the introduction of the competency framework into its performance management process.

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Attachment 1 – State of Michigan Manager Competencies

STATE OF MICHIGAN

GROUP THREE

**MANAGER COMPETENCIES
BEHAVIORALLY ANCHORED RATING SCALES**

ADAPTABILITY

CORE COMPETENCY

Maintaining effectiveness when experiencing major changes in personal work tasks or the work environment; adjusting effectively to work within new work structures, processes, requirements or cultures.

Needs Improvement	Meets Expectations	High Performing
<ul style="list-style-type: none">■ Often resistant to changes; defends and continues to rely upon existing/status quo approaches and procedures.■ Often does not effectively adapt behavior in response to current situational needs.■ Shows resistance in adjusting to new work processes and task requirements.	<ul style="list-style-type: none">■ Effectively adjusts behavior in response to changing work environments and work processes■ Works well within an ambiguous situation.■ Adapts ideas and actions based on input from others.■ Adjusts personal working style and incorporates process improvements to meet the needs of the situation, individual, department, or agency.■ Helps others to understand the reasons for change and to maintain composure during it.	<ul style="list-style-type: none">■ Excels in an environment of frequently changing work structures and processes.■ Identifies opportunities and attains a high level of performance or achievement within a newly changed situation or environment.■ Anticipates work changes and immediately adapts to the new situations and work requirements.■ Develops employees that are highly effective in responding to frequently changing work requirements and organizational structures.

COMMUNICATION

CORE COMPETENCY

Clearly conveying and receiving information and ideas through a variety of media to individuals or groups in a manner that engages the audience, helps them understand and retain the message, and permits response and feedback from the listener.

Needs Improvement	Meets Expectations	High Performing
<ul style="list-style-type: none">■ Often has difficulty in succinctly stating or writing key points regarding an issue or concern.■ Communications are frequently one-way; fails to process or incorporate input, feedback and response of message recipient.■ Communication is generally not clear or persuasive to the audience for which it is intended; relies on jargon or complex wording inappropriately.■ Demonstrates a lack of sensitivity when communicating with others.	<ul style="list-style-type: none">■ Effective in both providing and receiving information and data.■ Communications are generally clear and easy to understand.■ Factors in the issues and capabilities of the audience in communications.■ Accurately assesses who/which groups should receive message, and respects the existing chain of command.■ Organizes messages to include appropriate introduction, key content and summary.	<ul style="list-style-type: none">■ Consistently articulates, in verbal and written form, otherwise complex ideas in a concise and easy to understand manner.■ Highly persuasive in communications; presents ideas in a manner which actively engage the listener or reader.■ Highly effective in active listening; can accurately restate the sender's message in different words and terms while also considering the recipient's preferences and communication style.■ Excels in public speaking with the ability to effectively address a variety of groups and situations.

CUSTOMER FOCUS

CORE COMPETENCY

Making customers and their needs a primary focus of one's actions; developing and sustaining productive customer relationships.

Needs Improvement	Meets Expectations	High Performing
<ul style="list-style-type: none"> ■ Does not consistently provide quality service to the customer; receives customer complaints. ■ Often fails to provide customer with essential and appropriate information in a timely fashion. ■ Occasionally uses existing (or absence of specific) rules or procedures to justify avoiding service to customer groups. ■ Inflexible or unwilling to take appropriate risks to meet the needs of the customer. ■ Does not understand or demonstrate to others the Department's value of customer service. ■ Does not hold others accountable for maintaining satisfactory levels of customer service. 	<ul style="list-style-type: none"> ■ Provides polite, accurate and timely information in response to customer requests; informs and educates customer regarding available alternatives where they exist. ■ Uses customer feedback to improve customer service. ■ Explains difficult information in a manner focused on the customer's perspective and level of knowledge. ■ Establishes positive relationships with internal and external customers. ■ Effectively manages customers when deadlines can not be met; provides alternatives to help them meet their needs. ■ Focuses on service and service quality within everyday activities and tasks. ■ Demonstrates to other persons or departments how the services of the organization can support their needs. ■ Expresses the importance of maintaining a customer-focused mindset. Reminds peers and direct reports about how to treat and interact with customers. 	<ul style="list-style-type: none"> ■ Consistently exceeds customer expectations by anticipating needs and proactively making recommendations. ■ Actively and frequently seeks feedback from customers to identify ways to continuously improve customer service. ■ Establishes highly effective relationships of trust and collaboration with new and ongoing customers. ■ Works to eliminate barriers that interfere with providing outstanding customer service. ■ Fosters a customer-focused climate by constantly challenging peers and direct reports to "think like a customer" and provide internal and external customers with the highest levels of service.

DECISION MAKING

CORE COMPETENCY

Identifying and understanding issues, problems, and opportunities; comparing data from different sources to draw conclusions; using effective approaches for choosing a course of action or developing appropriate solutions; taking action that is consistent with available facts, constraints, and probable consequences.

Needs Improvement	Meets Expectations	High Performing
<ul style="list-style-type: none">■ Decisions are not made based on logical thought and analysis.■ Sometimes fails to consider past/similar experiences or input of stakeholders in the decision making process.■ Frequently makes decisions in a “vacuum” without gathering facts or utilizing others’ expertise.■ Often fails to thoroughly think through the outcome of a decision; does not make logical inferences about the situation and outcome.■ Quick to adopt a solution without evaluation of alternatives or potentially adverse consequences.■ Decisions are often not made in a timely manner.	<ul style="list-style-type: none">■ Gathers information from a variety of sources prior to making a decision.■ Makes decisions based upon the application of available criteria to several viable alternatives.■ Analyzes factors which are relevant to the decision such as the current situation and the criticality of the decision and its impact, costs, resources, and stakeholders.■ Successfully conducts a cost/benefit analysis in the review of potential alternatives to a given decision.■ Clearly explains the rationale behind decisions that are made.■ Decisions are sound, logical, realistic, and exhibit prudent risk taking.	<ul style="list-style-type: none">■ Consistently demonstrates a pattern of quality decisions that reflect objective criteria and organizational needs.■ Systematically gathers quality research, and/or assembles key information which is not immediately available but is essential to effective decision making.■ Actively involves others in the decision making process; fully utilizes others’ expertise and range of resources for developing the best solutions.■ Makes successful decisions within short time frames or crisis situations that demonstrate an intelligent rationale, experience and judgement.■ Convincingly demonstrates and defends the short-term and long-term impact of otherwise unpopular decisions.

INNOVATION

CORE COMPETENCY

Generating innovative solutions in work situations; trying different and novel ways to deal with work problems and opportunities.

Needs Improvement	Meets Expectations	High Performing
<ul style="list-style-type: none">■ Resists new and better ways of solving problems or completing tasks.■ Rarely questions the efficiency of processes or makes recommendations for improvements.■ Discourages new ideas and approaches.■ Not usually able to produce fresh, relevant ideas in response to defined opportunities, problems, or situations.	<ul style="list-style-type: none">■ Considers external and non-conventional practices and approaches in the development of alternatives.■ Seeks and is open to new approaches and alternatives to meet organizational goals and objectives.■ Integrates existing effective approaches with less conventional approaches to improve efficiency or productivity.■ Is willing to take risks associated with new approaches.	<ul style="list-style-type: none">■ Highly effective in identifying and drawing out new ideas and concepts from individuals who are otherwise less creative or reluctant to consider innovative ideas or approaches.■ Develops highly creative alternatives to problems that address the shortcomings of more apparent or conventional alternatives.■ Creates an atmosphere where innovation is championed, rewarded, and expected of each individual; encourages calculated risk taking by others.■ Excels in seeking out information and applying new technology and practices to improve processes and generate unique solutions to emerging concerns.

TECHNICAL/PROFESSIONAL KNOWLEDGE AND SKILLS

CORE COMPETENCY

Possessing, acquiring, and maintaining the technical/professional expertise required to do the job effectively and to create customer solutions. Technical/professional expertise is demonstrated through problem solving, applying technical knowledge, and product and service management for the functional area in which one operates.

Needs Improvement	Meets Expectations	High Performing
<ul style="list-style-type: none">■ Depth of expertise in any one area is not at the level required to consistently meet day-to-day needs.■ Provides information that is incorrect or incomplete; develops solutions that only partially meet business needs due to gaps in technical/professional knowledge.■ Knowledge in the various areas of job activities is limited.■ Views the job function and technical/professional contributions through a narrow perspective that is not closely linked to the organization's goals.	<ul style="list-style-type: none">■ Knowledgeable of own technical/professional area and service environment.■ Serves as a resource to others on technical/professional issues and problems.■ Actively guides others in interpreting and solving technical issues; accurately explains concepts so that the listener may understand and apply them effectively.■ Effectively applies technical/professional concepts within the field of work.■ Effectively relates the job function and technical/professional skills to create needed solutions for the organization.■ Actively supports continuous learning and keeps abreast of new developments within technical/professional area.	<ul style="list-style-type: none">■ Solves complex technical problems using advanced technical/professional expertise.■ Identifies opportunities and generates recommendations for the development of new technical/professional applications, products, and services within the organization.■ Has in-depth understanding of the technical detail of one's field and continuously searches out best practices.■ Possesses deep knowledge of area of expertise and frequently applies this knowledge as a subject matter expert externally or for other areas of the organization.

PLANNING AND ORGANIZING WORK

MANAGING ACTIVITIES AND RESOURCES

Establishing courses of action for self and others to ensure that work is completed efficiently.

Needs Improvement	Meets Expectations	High Performing
<ul style="list-style-type: none">■ Focuses exclusively on the task at the current moment; does not schedule beyond the immediate.■ Has difficulty prioritizing actions; needs a great deal of direction around what to do and when.■ Does not consistently deliver results on time or within budget.■ Does not manage time well on everyday tasks; may focus on one task at the exclusion of others; does not monitor own progress effectively■ Does not effectively monitor the progress of the work activities of team members or subordinates.	<ul style="list-style-type: none">■ Determines specific work tasks and available resources to ensure timely completion of most important work assignments.■ Effectively prioritizes tasks based on their importance and time requirements.■ Monitors progress of work activities and modifies plans to address changing priorities and needs and develops sound contingency plans.■ Delivers results on time and within budget; does not over-promise or under-deliver.■ Utilizes a structured approach to project planning and management to meet objectives with available resources.■ Effectively implements project plans with subordinates to achieve results; monitors subordinate progress while retaining overall project responsibility.	<ul style="list-style-type: none">■ Consistently completes projects utilizing minimal or optimal resources within or ahead of established timeframes.■ Consistently develops comprehensive and integrated project activity plans based on sound techniques that support the achievement of organizational strategic needs.■ Excels in implementing project plans; effectively manages multiple projects to completion in highly challenging or changing situations.■ Anticipates the need for alternate courses of action and successfully implements contingencies in response to frequently changing demands; knows project status and risks at all times.

DELEGATING RESPONSIBILITY

MANAGING ACTIVITIES AND RESOURCES

Allocating decision-making authority and/or task responsibility to appropriate others to maximize the organization's and individual's effectiveness.

Needs Improvement	Meets Expectations	High Performing
<ul style="list-style-type: none">■ Is reluctant to assign work beyond tested resources.■ Micro-manages projects; subordinates follow orders for most tasks and are not authorized to use own judgement and expertise.■ Frequently does not provide adequate information when delegating.■ Does not explain expected outcomes for an assigned task.■ Assigns inappropriate tasks for the skill levels of subordinates.■ Does not effectively consider people's workloads and schedules when assigning tasks.	<ul style="list-style-type: none">■ Balances subordinate workloads and skill sets when assigning tasks.■ Delegates activities to others to complete; monitors progress towards completion of the work.■ Explains expected results and allows employees to utilize appropriate degree of own judgement and knowledge to complete the work.■ Sets clear task or project completion expectations.■ Assigns appropriate tasks for the skill levels of subordinates.	<ul style="list-style-type: none">■ Consistently and effectively assigns and utilizes appropriate staff and resources to complete multiple projects successfully and within or ahead of schedule.■ Delegates activities to grow staff capabilities; knows which activities can be effectively delegated to which staff.■ When assigning work, gives clear goals and objectives within parameters; empowers people to exercise own judgement and expertise to complete the work.■ Assigns tasks to team members in a manner that maximizes the quality and quantity of work which is completed by the entire team.

BUILDING TRUST

MANAGING PEOPLE AND TEAMS

Interacting with others in a way that gives them confidence in one's intentions and those of the organization.

Needs Improvement	Meets Expectations	High Performing
<ul style="list-style-type: none">■ Does not treat others in a consistent and fair manner; "plays favorites" with some subordinates.■ Does not routinely follow through on commitments.■ Doesn't take personal responsibility and places blame when things go wrong.■ Does not keep confidential or personal information to self; shares inappropriate information (e.g., rumors, gossip).	<ul style="list-style-type: none">■ Consistently follows through on commitments and promises.■ Is trustworthy with confidential information.■ Is fair and consistent with staff; states rules as well as consequences for non-compliance to rules or requirements.■ Acknowledges the contribution of others and gives credit where due.■ Communicates openly and honestly with employees, peers, and supervisors.■ Is open and honest with staff; shares information with staff and acknowledges when he/she does not immediately have the answers to a problem or situation.	<ul style="list-style-type: none">■ Consistently fulfills promises and commitments including those that may be unpopular or difficult.■ Takes appropriate risks to convey directives and information back and forth between upper management and employees.■ Communicates openly with employees on difficult issues to clear up "mixed messages" employees may have received.■ Openly accepts responsibility for setbacks and less successful endeavors by self or team; discusses how to amend the situation in the future, including modification of own efforts or actions.

DEVELOPING A SUCCESSFUL TEAM

MANAGING PEOPLE AND TEAMS

Using appropriate methods and a flexible interpersonal style to help develop a cohesive team; facilitating the completion of team goals.

Needs Improvement	Meets Expectations	High Performing
<ul style="list-style-type: none">■ Often fails to build consensus in team thoughts and actions; key objectives are not understood by or acted upon by team members.■ Does not promote full team involvement in decisions; leader makes all substantive decisions.■ Expects the team to solve problems but does not give enough guidance or support.■ Ignores dissention; doesn't attain full team participation; allows one or more team members to unduly influence others.■ Does not consider diversity of skills and perspectives in assembling and developing team.	<ul style="list-style-type: none">■ Brings individuals together who effectively work towards solving a problem or goal.■ Monitors team progress towards goals and regularly provides feedback to the team regarding progress.■ Actively involves the team in decision making; gives the team credit for successes as well as responsibility for failures.■ Actively seeks ideas and involvement of team members in problem solving and shares information on why decisions are made.■ Creates an environment where team members accept differences in approaches; values opinions of others and acts to promote the success of the entire team.	<ul style="list-style-type: none">■ Leads teams that are highly effective in producing significant business results; teams are recognized within the organization for their ability to deliver results.■ Creates high performing teams where team members regularly learn from each other and adapt team processes for improved team efficiency and outcomes.■ Highly effective in developing and sustaining a high level of team member commitment and "ownership" for decisions and results by team members.■ Conveys strong confidence in self and team; builds pride in the team and inspires team members to perform to their fullest.■ Insightfully diagnoses critical skills and capabilities needed by individuals or by the entire team, and takes effective action to bring about needed improvement.

ALIGNING PERFORMANCE FOR SUCCESS

MANAGING PEOPLE AND TEAMS

Focusing and guiding others in accomplishing work objectives.

Needs Improvement	Meets Expectations	High Performing
<ul style="list-style-type: none"> ■ Does not consistently emphasize the importance of high quality work; does not hold subordinates accountable for marginal quality work. ■ Does not set clear expectations for defining work success. ■ Does not obtain or provide adequate training or experiences for staff to accomplish work objectives, ■ Does not effectively monitor progress of subordinates or team member actions resulting in wasted resources or re-work. ■ Is not approachable to staff who have questions or seek advice on completing work effectively. ■ Does not regularly provide feedback to staff on work performance; discusses performance primarily during the annual review. 	<ul style="list-style-type: none"> ■ Sets performance objectives for the individual and/or the project; ensures people understand the assignment. ■ Works with subordinates to generate performance goals that are specific, measurable, and time-bound; establishes an agreed upon mechanism for monitoring progress. ■ Holds team members accountable for achieving results. ■ Ensures that individuals have the proper training for the task at hand. ■ Monitors performance and provides regular feedback in addition to the annual performance review. ■ Provides the necessary tools for staff to accomplish work objectives; helps to eliminate obstacles or problems. ■ Provides objective and insightful feedback on others' strengths and weaknesses. 	<ul style="list-style-type: none"> ■ Sets high performance expectations for the individual or team; creates high levels of commitment and buy-in for results; holds others accountable for achieving the results. ■ Rewards and recognizes others in ways to both intrinsically and extrinsically motivate them; identifies appropriate rewards and recognition that motivates others and consistently delivers it to maximize individual and team performance. ■ Finds ways to leverage strengths of team members and manage limitations in order to deliver strong team results. ■ Takes necessary risks and action to successfully find resources, training, tools, etc. to support staff needs; is creative with regard to obtaining additional resources. ■ Actively coaches others and works with them to create developmental opportunities to expand their knowledge and skill level; provides highly insightful feedback and guidance for career development.

MANAGING CONFLICT

MANAGING PEOPLE AND TEAMS

Dealing effectively with others in antagonistic situations; using appropriate interpersonal styles and methods to reduce tension or conflict between two or more people.

Needs Improvement	Meets Expectations	High Performing
<ul style="list-style-type: none">■ Does not recognize when conflict is occurring or emotions are escalating; does not probe for interests of conflicting parties.■ Inappropriately avoids conflict; allows conflict to “fester” without bringing it out into the open and attempting to negotiate acceptable solutions.■ Defines only own interests; establishes own positions and biases rather than seeking common interests.■ Accepts or recommends acceptance of “win/lose” situations rather than seeking compromise or collaboration.■ Personalizes conflict; sometimes attacks people rather than issues.	<ul style="list-style-type: none">■ Identifies that there is a problem or conflict occurring and takes steps to resolve it.■ Assesses when to get involved with the conflict and when to let parties resolve it without involvement.■ Recognizes different interests, viewpoints, or needs of others and allows them to express their views in a respectful manner.■ Recognizes potentially harmful or illegal (violent, dangerous, harassment, etc.) situations and takes appropriate actions.■ Assists parties to achieve mutually acceptable “win-win” solutions.	<ul style="list-style-type: none">■ Highly skilled in seeing early warning signs of conflict and takes steps to prevent problems; gets to essence of the problem to resolve issues before they escalate to a conflict.■ Excels in transforming conflict into problem solving; insightfully diagnoses issues and develops effective solutions that are accepted by others.■ Creates an environment where differences of expression or opinion are valued; differences are used to achieve superior results.■ Uses positive and constructive techniques to help team members anticipate and effectively deal with pressures and interpersonal conflicts that may occur in the work environment.

FACILITATING CHANGE

LEADING CHANGE

Encouraging others to seek opportunities for different and innovative approaches to addressing problems and opportunities, facilitating the implementation and acceptance of change within the workplace.

Needs Improvement	Meets Expectations	High Performing
<ul style="list-style-type: none">■ Communicates resistance or fear of change to others.■ Limits involvement of others in change; does not seek buy-in, input or ownership.■ Fails to modify own work practices or hold others accountable to following changes that are adopted by the organization.■ Inconsistent in support of change effort; abandons the change effort or presents change as coming from an outside source.■ Relays change information to staff but not in a consistent manner.■ Communicates change in a negative manner; discourages others from taking a new approach to work activities.	<ul style="list-style-type: none">■ Communicates organizational changes that are occurring to staff members; explains the purpose of the changes.■ Actively considers and openly discusses changes or modifications that are proposed by others.■ Introduces new goals, objectives, and processes to support organizational change and effectively monitors their implementation.■ Offers employees tools and support to adjust to changes.■ Acknowledges, explains, and supports change regardless of own preference and priorities.	<ul style="list-style-type: none">■ Explains the business imperative of change and communicates a sense of urgency regarding the need to change.■ Proactively seeks out opportunities for change to increase the organization's effectiveness; builds consensus and creates acceptance of change while effectively addressing concerns.■ Actively involves others in the change process; solicits input ahead of time and assists others in seeing how changes will affect them.■ Consistently implements successful change; presents changes upward to management; provides feedback to employees on the success of change actions.

BUILDING PARTNERSHIPS

LEADING CHANGE

Identifying opportunities and taking action to build strategic relationships between one's area and other areas, teams, departments, units, or organizations to help achieve business goals.

Needs Improvement	Meets Expectations	High Performing
<ul style="list-style-type: none">■ Rarely goes outside of the work unit or organization to coordinate activities with others.■ Infrequently or poorly communicates with other areas or departments.■ Focuses on own internal function rather than looking at the interfaces that surround the function.■ Often does not follow through on commitments to other areas or units.■ Does little to maintain or strengthen existing work relationships with subordinates, peers, or management.■ Does not look for or recognize opportunities to develop relationships within or outside the organization.	<ul style="list-style-type: none">■ Recognizes that other departments or groups can assist in goal attainment; seeks out relationships with these other areas to achieve work objectives.■ Educates self on the functions and capabilities of other areas in the organization; stays knowledgeable of current activities of other work areas.■ Maintains relationships with other work areas or departments.■ Follows through on commitments to others work groups or areas.■ Develops relationships with other employees and teams for improved communications and effectiveness.	<ul style="list-style-type: none">■ Builds mutually beneficial working partnerships with other areas or work groups; understands how each party adds value to the partnership.■ Proactively seeks and builds relationships with others both internally and externally.■ Establishes ongoing mutually beneficial partnerships with other organizational levels and areas that deliver successful "win-win" results to each party.■ Creates highly effective, mutually beneficial relationships with direct reports, peers, and management to achieve organization objectives; others within the organization view this manager as an important member of the management team.■ Proactively identifies, develops, and strengthens valuable relationships with other groups in the organization, and across other organizations to leverage results.